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ABSTRACT

Provisions related to achieving sex equity in vocational education appear throughout the Carl D. Perkins Act. The most innovative are the Title IIA set-asides for single parents and homemakers and sex equity program. The California State Plan for Vocational Education assigns the responsibilities of the Sex Equity Coordinator to the Sex Equity Consultant of the State Department of Education. However, 50 percent of the 3.5% and 8.5% funds are allocated to the community colleges and administered by the Dean of Vocational Education. In fiscal year 1987-88, \$7,108,980 was allocated for activities under the set-asides. Community-based organizations, used as subcontractors to school districts and community colleges, primarily provide outreach, recruitment, and counseling services. Coordination services are funded by set-asides and used by single parent/homemaker programs and sex equity programs. The Department of Education has created these types of programs to meet the Perkins Act objectives: 8.5% set-aside single parent homemaker programs; 3.5% set-aside sex equity programs; inservice training; technical assistance; research and resources; and outreach. The Department of Education reported serving approximately 21,600 single parents and displaced homemakers in 1987-88; it is reported that community college programs served an estimated 39,752 in fiscal year 1986-87. Retention of the set-asides and strengthening, clarification, and expansion of other provisions in the Perkins Act are recommended. (YLB)

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EQUITY IN CALIFORNIA

**A Report on the Implementation of Sex Equity
in Vocational Education in California**

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EQUITY IN CALIFORNIA

A REPORT ON THE IMPLEMENTATION OF SEX EQUITY
IN VOCATIONAL EDUCATION IN CALIFORNIA

WIDER OPPORTUNITIES FOR WOMEN
1325 G STREET N.W., LOWER LEVEL
WASHINGTON, DC 20005
MARCH 1989

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INTRODUCTION

The passage of the Carl D. Perkins Vocational Education Act in 1984 marked the culmination of a three year intensive effort to redesign the federal approach to vocational education. The result was a mandate that federal dollars be targeted to improve services to those populations traditionally under-served by vocational education programs. For women and girls, this redirection was a substantial victory.

Indeed, limited access to diverse, quality vocational education is among the key factors contributing to women's lack of wage parity with men, and women's disproportionate poverty. The majority of women workers remain clustered in education and training programs leading to jobs which are traditionally female and pay lower wages. While earlier amendments to the federal vocational education statute had been designed to improve this situation, those limited legislative remedies were found lacking by researchers and advocates in addressing the sex bias and sex stereotyping embedded in the vocational education system.

In the development of the Perkins Act, a bi-partisan core of Congresspersons, working with women's employment and education activists, designed a more comprehensive approach. They developed wide-ranging provisions to strengthen the Act's sex equity impact and gained authorization for the largest set-aside of federal dollars for vocational training for women and girls in U.S. history. As passed by Congress and signed into law by President Reagan, the sex equity provisions of the Perkins Act sought to overcome access barriers to quality vocational programs for women and girls; to improve the avenues to employment and economic independence for those at greatest risk of poverty; to provide funds for supportive services to participants in vocational programs; and to desegregate vocational programming leading to traditionally "male" occupations.

The Perkins Act offers great promise for improving the status of women and girls in the vocational education system--a rare combination of resources, personnel accountable for its implementation, programming flexibility, and legislative language encouraging a comprehensive approach. Whether that promise has been fully realized is an open question--but one which must soon be answered. The Perkins Act is scheduled for Congressional reauthorization in 1989 after four full years of implementation. In the process of reauthorizing, Congress will undoubtedly look for documentation of its impact, costs, and concrete achievements to assess whether the direction of the law proved fruitful.

Implementation of the Perkins Act has been evaluated as required in the statute: the National Institute for Education has contracted with Abt Associates to carry out a national assessment; and the Office of Vocational and Adult Education has conducted oversight visits in a number of states to monitor

compliance with the law. However, several factors indicate a need for independent evaluation of its impact. In keeping with the general Reagan administration philosophy of limiting federal involvement in state education activities, neither comprehensive oversight nor extensive technical assistance have been provided by the federal Department of Education. In addition, data collection on implementation of 8.5% and 3.5% set aside service levels has been reduced and available data does not provide as complete a picture of services or program outcomes as Wider Opportunities for Women (WOW) and other women's education advocates would have hoped.

To address these concerns, in 1986, WOW joined with the National Coalition for Women and Girls in Education (NCWGE) to develop a sixteen state overview of implementation of the sex equity provisions of the Perkins Act. The report of that study, Working Towards Equity, (released in April, 1988) provides a broad overview of implementation across the country. It is available upon request from NCWGE, 1411 K Street, N.W. Suite 930, Washington D.C. 20005.

Dissatisfied with the lack of depth possible in a 16 state overview without special funding for analysis, WOW decided to pursue more in-depth research in a limited number of states. Equity in the Midwest: A Report on Sex Equity in Vocational Education in Illinois, Indiana, and Wisconsin, (released in November, 1988) focuses on implementation of the Perkins Act in three Midwestern states. Wider Opportunities For Women received a grant from the Irvine Foundation in 1988 to monitor implementation of the Carl Perkins Vocational Education Act. The Regional Leader for Region IX linked with women's employment advocates throughout California to assess the first three years of implementation of the Perkins Act in California. The assessment of programs and materials focused on fiscal years 1986-87 and 1987-88.

Equity In California focuses on implementation of the Perkins Act in California. The study was conducted by women's education and employment advocates who interviewed service providers, program participants, and vocational education administrators involved in carrying out the sex equity provisions of the Act.

Wider Opportunities for Women designed the methodology and research tools and provided technical assistance to the women's employment advocates selected for the project in California. The project employed several methods of data collection, including interviews and review of written materials. Sources contacted ranged from state officials, including sex equity coordinators, state vocational education officials, and secondary education officials--to service providers, vocational/technical teachers and administrators, CBO personnel, education and women's advocates, and program participants. Written materials

included the state plan, public hearing records, program data, budgets, needs assessments, funding guidelines and procedures, program evaluations, model program descriptions, and status reports.

Equity in California includes a review of the federal sex equity provisions of the Perkins Act, a comparative analysis of implementation in the state, and recommendations for reauthorization which emerged from the study, as well as profiles of innovative programs supported by Perkins Act sex equity dollars.

Highlights of Findings:

1. In California, the Carl Perkins Vocational Education Act increased the number and quality of programs for single parents and homemakers and programs to strengthen sex equity. A total of \$7,640,438 was allocated in FY86-87 and \$7,108,980 was allocated in FY87-88 for activities funded under the 8.5% and 3.5% set-asides.
2. The responsibilities of the Sex Equity Coordinator are assigned to the Sex Equity Consultant of the State Department of Education, but 50% of the 3.5% and 8.5% funds are allocated to the Community Colleges through a cooperative agreement. The Sex Equity Consultant does not administer the 50% allocated to the Community Colleges. These funds are administered by the Dean of Vocational Education with assistance from the Gender Equity Specialist in the Chancellor's Office.
3. The State Department of Education reports serving approximately 21,600 single parents and displaced homemakers in 1987-88 with the 50% of the set-aside allocated to them. The Community College System, at this time, has no procedure to track the numbers of single parents/homemakers served through the 8.5% set-aside funds allocated to Community Colleges, but an outside evaluation team estimated that 39,752 single parents/homemakers were served by Community College programs funded by the 8.5% set-aside in FY86-87.
4. Over 103,000 students participated in activities funded with 50% of the 3.5% set aside allocated to the State Department of Education. The Community College System, at this time, has no procedure to track the numbers of students served through the 3.5% set-aside allocated to Community Colleges.
5. More than 8000 teachers and other school district staff received staff development training focusing on sex equity issues from the State Department of Education. School district sex equity coordinators identified the major impacts of sex equity activities to be: increased awareness of sex equity issues, increased awareness of nontraditional programs and career opportunities, and increased inter-school and school-community cooperation. The Community College System, at this time, has no procedure to track the numbers of teachers and other staff trained through the set-asides.

6. Community-based organizations are utilized as subcontractors to school districts and community colleges. The State Department of Education has instituted two special grants--Solo Projects and Minority Single Parent/Homemaker Projects--which mandate a partnership between school districts and community-based organizations. Community-based organizations primarily provide outreach, recruitment, and counseling services. These grants require that school districts and community-based organizations "build upon" existing programs and services in a community. These grants are, however, underfunded and agencies must find other sources of funds to augment the 8.5% set aside.

7. Training and technical assistance provided by Project TIDE to teachers, district personnel, and community-based organization staff has developed both statewide and regional Sex Equity and Single Parent/Homemaker networks which facilitate the development and replication of model programs and improve the quality of services to participants.

8. Supportive services are provided to participants through the 8.5% and 3.5% set-asides or through linkages with community-based organizations, community service agencies, private business, and/or local government. While there is always a shortage of funds to provide child care and transportation, there is awareness at the state level and in most school districts that support services are an important component in self-sufficiency planning for a single parent/homemaker. For example, one school district leveraged district, community service club, and city funds to open an on-site child care center. Several other school districts used Carl Perkins set-aside funds to extend child care into evening hours at a training site.

I. MANDATES OF THE FEDERAL LAW

Provisions related to achieving sex equity in vocational education appear throughout the Perkins Act. The most innovative of these, and the subject of this report, are the set-asides for Single Parents and Homemakers and the Sex Equity program which appear in Title IIA. However, implementation of other provisions, including those related to state planning and administration have a tremendous impact on sex equity outcomes. This section outlines in detail the provisions of the set-asides and provides a brief overview of other sex equity related provisions. The information which follows is largely excerpted from WOW's publication, The Carl D. Perkins Vocational Education Act: A Sex Equity Analysis, which provides a more detailed, comprehensive analysis of the Act.

The Carl D. Perkins Vocational Education Act has nine purposes, which include:

1. improving and modernizing the vocational education system to meet the demands of the work force;
2. increasing access to vocational education for individuals who have traditionally been under-served;
3. promoting greater cooperation between the vocational education system and the private employment sector;
4. improving the academic foundations of vocational education students and the application of new technologies in the vocational education system;
5. retraining employed and unemployed workers in new skills for which there is labor market demand;
6. targeting vocational education resources to economically disadvantaged areas of the nation;
7. assisting states to promote the utilization of support services, special programs, guidance counseling, and placement in vocational education;
8. improving consumer and homemaking education and reducing the effects of sex role stereotyping on occupations, job skills, levels of competency, and careers; and
9. authorizing national programs to strengthen research and to meet special needs within the vocational education system.

The role of the sex equity coordinator is fully defined in Title I of Perkins:

"Any state desiring to participate in the program authorized by this Act shall assign one individual within the appropriate agency established or designed by the state board...to work full time to assist the state board to fulfill the purpose of this Act by--

- A. administering the program of vocational education for single parents and homemakers...and the sex equity program;
- B. gathering, analyzing and disseminating data on the adequacy and effectiveness of vocational education programs in the state in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs;
- C. reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submitting...recommendations for inclusion in the state plan of programs and policies to overcome sex bias... and an assessment of the state's progress with regard to overcoming sex discrimination and sex stereotyping;
- D. reviewing proposed action on grants, contracts, and the policies of the state board to ensure that the needs of women are addressed in the administration of this Act;
- E. developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities (including opportunities for women as technical and skilled workers in technical fields and new and emerging occupational fields);
- F. providing technical assistance and advice to local educational agencies and post-secondary institutions, and other interested parties in the state in expanding vocational opportunities for women; and
- G. assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and increase male and female students' enrollment in nontraditional programs.

Title I also requires that states develop state vocational education plans and conduct public hearings on the plan before submitting it to the Secretary of Education. Among the required activities in the planning process of particular relevance to sex equity are requirements that the state must:

- A. assess the needs of the underserved groups listed in Title II, including single parents and homemakers and individuals enrolled in sex equity programs;
- B. provide assurances that single parent and homemaker programs under Title II will emphasize assisting those with the greatest financial need and displaced homemakers; and
- C. provide assurance that the state will furnish relevant training to men and women desiring to enter nontraditional occupations.

Title II, which authorizes the basic state grant for vocational education, is divided into two parts. Part A provides resources to the states to improve services to groups traditionally underserved by vocational education, and Part B is designed to enable states to strengthen existing programs.

Title II includes services for two target populations which are largely female: single parents and homemakers, as well as "individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education." This Title also includes targeted programs for the handicapped, disadvantaged adults in need of training or retraining, and the offender populations--all of which include a significant number of women.

The Single Parent and Homemaker Program. The Perkins Act requires that 8.5% of the basic state grant be used for one or more of the following purposes:

1. provide, subsidize, reimburse, or pay for vocational education activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills;
2. make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipient's capacity for providing single parents and homemakers with marketable skills;
3. make grants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the state determines that the community-based organization has demonstrated effectiveness in providing comparable or related services...taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;
4. make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; or

5. provide information to single parents and homemakers to inform them of vocational education programs and related support services.

States have a great deal of leeway in providing these services. The law requires only that the sex equity coordinator administer the program, and that the state emphasize services to the most financially needy of the target population and to displaced homemakers. The law defines "homemaker" as "an individual who:

- A. is an adult, and
- B. has worked as an adult primarily without remuneration to care for the home and family and for that reason has diminished marketable skills."

"Single parent" is "an individual who:

- A. is unmarried or legally separated from a spouse, and
- B. has a minor child or children for which the parent has either custody or joint custody".

In 1988, the definition of single parent was expanded to include pregnant teenagers.

The Sex Equity Program. The Perkins Act requires that 3.5% of the state basic grant be used to provide:

1. programs, services, and activities to eliminate sex bias and stereotyping in secondary and post-secondary vocational education;
2. vocational education programs, services, and activities for girls and women aged 14 through 25 designed to enable the participants to support themselves and their families; and
3. support services for individuals participating in vocational education programs, services, and activities described in clauses 1 and 2 including dependent care services and transportation.

States have a great deal of flexibility regarding use of funds. As in the single parent and homemaker set-aside, the law authorizes the sex equity coordinator to administer the program. An additional feature of this Title is the authority to use funds to provide support services such as dependent care and transportation.

Title II, Part B describes activities for which states may use authorized funds. While the language is not prescriptive, the following suggested activities are relevant to women and girls:

1. improvement and expansion of vocational education programs and services for displaced homemakers and single heads of households;
2. support for the sex equity coordinator;
3. special courses and teaching strategies for tying the fundamentals of math and science to a student's occupational program;
4. pre-vocational programs;
5. day care services;
6. the provision of stipends for students whose income needs cannot be met by work study programs; and
7. placement services for students who have completed vocational programs.

The Perkins Act authorizes, in Title III, funding for joint programs linking local education agencies and community-based organizations. Titles III and IV each include provisions which could greatly improve the vocational education services to women and girls. For example, Title III includes provisions for adult training and re-training, guidance, and counseling, a number of which are relevant for adult women. Title IV authorizes the national vocational training program for persons with limited English proficiency. Hispanic, Asian, and other women and girls for whom English is a second language can potentially benefit from these programs.

II. IMPLEMENTING THE PERKINS ACT IN CALIFORNIA

A. STATE PLAN OVERVIEW:

The Three-Year Federal Supplement to the California State Plan for Vocational Education was approved by the California State Board of Education in May 1985. The plan was developed to fulfill the requirements of the Carl D. Perkins Vocational Education Act of 1984.

The California State Board of Education has sole agency authority over vocational education according to the State Plan and Section 111 of the Vocational Education Act. The Deputy Superintendent/Specialized Programs Branch administers the Carl Perkins Vocational Education funds allocated to public secondary schools, regional occupation programs, and adult education programs.

The State Board of Education has entered into a cooperative agreement with the Board of Governors of the California Community Colleges. The Board appoints the Chancellor of the California Community Colleges to administer the Perkins Act funds allocated to the public community colleges.

The cooperative agreement between the State Board of Education and the Board of Governors of the Community Colleges provides for the division of vocational education funds in California between the State Department of Education, which is responsible for administering the activities that support the programs offered by 382 school districts (including 1,255 high schools and 67 Regional Occupation Centers/Programs), and the Chancellor's Office, California Community Colleges, which is responsible for administering the activities that support the programs offered by 70 community college districts (including 106 community colleges throughout the State of California). Coordination is achieved through the Joint Advisory Policy Council and the Joint Staff Council. Both the State Board of Education and the Board of Governors must approve all policies of the Joint Advisory Policy Council.

The state plan indicates that the primary person responsible for administering and coordinating sex equity in California is the State Department of Education Sex Equity Consultant. However, in practice, the Sex Equity Consultant is responsible for oversight of 50% of the 8.5% and 3.5% set-asides allocated to the State Department of Education. The Dean of Vocational Education, assisted by the Gender Equity Specialist in the Chancellor's Office is responsible for oversight of the 50% of the set-asides allocated to the Board of Governors of the California Community Colleges.

The State Board of Education held three public hearings in California for the purpose of gathering information from the public and interested organizations regarding the State Plan. The hearings were conducted in Fresno, Norwalk, and Sacramento in February and March, 1985.

The Sex Equity Consultant attended the regional meeting of Wider Opportunities for Women in San Francisco in the fall of 1984 and invited women's advocates to attend the public hearing and submit written testimony on the plan. 109 individuals presented verbal and/or written views and recommendations regarding the State Plan.

Affiliates of Wider Opportunities for Women submitted written testimony on the State Plan. Gail Stypula and Barbara Woodward, then WOW's Regional Leaders, testified at the Sacramento hearing and recommended that the expertise in community-based women's employment programs be recognized and utilized. The staff concurred with this recommendation with the statement "Provisions are made for CBO's to respond to the Request for Bids which will be established to distribute the funds in Title II, Part A. Additionally, eligible recipients may choose to contract with CBO's consistent with the provisions of the Act." The Board concurred with the comments contained in the staff response.

B. NEEDS ASSESSMENT, PLANNING, AND EVALUATION

During the Public Hearing on the Carl Perkins Vocational Education Plan for the State of California, the California State Council on Vocational Education testified that the plan did not adequately address or describe, as required in Section 113(a)(3)A-F of the Act, needs and assessment. Specifically, "needs and assessment were done separately by the State Department of Education and the Chancellor's Office of the California Community Colleges. Thus, needs and assessments do not represent an articulated and coordinated approach between the state agencies."

The Sex Equity Consultant of the State Department of Education conducted a needs assessment using 1980 census data and population demographics supplied by the Employment, Data, and Research Department of the Employment Development Department. Development of the single parent/homemaker projects were the outcome of this needs assessment. The Community Colleges conducted needs assessments on a local basis.

Since approval of the plan, the California Community Colleges and the State Department of Education have updated needs assessment information through a variety of sources, including requiring individual colleges and schools to conduct local needs assessments, and using current research findings, district applications for funds, follow-up studies of students and employers, and state advisory committees. In addition, the Sex Equity Consultant utilizes Title II funds to hire an outside

evaluator on an annual basis to evaluate the effectiveness of the program. The original goal of the evaluation was to have one agency evaluate programs funded by both the State Department of Education and the Community College System. However, the completed evaluations focus primarily on the State Department of Education programs, with only 6 community colleges selected for evaluation in 1987-88. The Gender Equity Specialist of the Community Colleges is now in the process of writing a Request for Proposal for development of a management information system which will standardize reporting for the community colleges receiving set-aside funds and make possible an evaluation of the 3.5% and 8.5% programs funded by the Community Colleges for 1988-89. The structure of the State Department of Education and the Community College System and the administrative hierarchy of the two departments makes coordination between the Gender Equity Specialist and the Sex Equity Consultant difficult. Therefore coordination in needs assessment, planning, and evaluation approach between the Community Colleges and the State Department of Education does not occur in any formalized manner.

C. ADMINISTRATION: ROLE OF THE SEX EQUITY COORDINATOR

The California Vocational Education Plan states, "the primary person responsible for administering and coordinating sex equity in California is the State Department of Education Sex Equity Consultant." The Plan also states that "there is coordination by qualified staff from both the State Department of Education and the Chancellor's Office of the California Community Colleges, who work cooperatively to achieve sex equity in all vocational education programs in California, as well as the designated functions described in Section III(b) of P.L. 98-524."

In practice, the 3.5% and 8.5% set-asides are divided in half by the State Board of Education. 50% of the set-asides are administered by the Sex Equity Consultant of the State Department of Education and 50% are administered by the Gender Equity Specialist under direction of the Dean of Vocational Education at the Community Colleges. While both the Sex Equity Consultant and the Gender Equity Specialist are committed to achieving sex equity in vocational education, there is no evidence of a formal cooperative effort to complete the functions described in Section III(b) of P.L. 98-524.

a. STATE DEPARTMENT OF EDUCATION

Chain of Command:

The Sex Equity Consultant of the State Department of Education reports to the Department Head of Coordination Services, who reports to the Director of Vocational Education, who reports to the Deputy Superintendent/Specialized Programs Branch, who reports to the Chief Deputy Superintendent and the Superintendent of Public Instruction. The Superintendent of Public Instruction reports to the State Board of Education.

Responsibilities of the State Department of Education Sex Equity Consultant:

The Sex Equity Coordinator has all of the responsibilities which are outlined in the Perkins Act:

1. Administering the program of vocational education operated by the secondary school system for single parents and homemakers and the sex equity program.
2. Gathering, analyzing and disseminating data on the adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women.
3. Reviewing vocational education programs for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations.
4. Reviewing proposed actions on grants, contracts, and the policies of the State Board to ensure that the needs of women are addressed in the administration of this Act.
5. Developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women.
6. Providing technical assistance and advice to local educational agencies to expand vocational opportunities for women.
7. Assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women to vocational education and to increase male and female students enrollment in nontraditional programs.

In addition to administering 50% of the set-aside funds, the Sex Equity Consultant also administers the Title III allocations to community-based organizations.

The Sex Equity Consultant works full time and has one clerical support staff. In order to accomplish the tasks assigned to her, the Sex Equity Consultant has utilized the technical assistance funds allowed in the 3.5% and 8.5% set asides to fund special projects which assess the needs of single parents/homemakers, assist school districts and community-based organizations in developing programs, and review activities coordinated by school districts and community-based organizations.

b. COMMUNITY COLLEGES

Chain of Command:

The Gender Equity Specialist of the California Community College System assists the Dean of Vocational Education, who reports to the Vice Chancellor of Academic Affairs, who reports to the Chancellor of the California Community College System. The Chancellor reports to the Board of Governors.

Responsibilities of the Gender Equity Specialist:

The Gender Equity Specialist has the following responsibilities identified in the Perkins Act:

1. Administering the programs funded with the 10% of the set asides retained at the state level for special projects, technical assistance and training, and providing guidance to the Deans of the Community Colleges in administering 90% of the set-aside funds which are allocated to the colleges.
2. Reviewing vocational education programs for sex stereotyping and sex bias.
3. Developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women.
4. Providing technical assistance and advice to postsecondary institutions in expanding vocational opportunities for women.
5. Assisting administrators, instructors and counselors in implementing programs and activities to increase access for women to vocational education and to increase male and female students enrollment in nontraditional programs.

The Gender Equity Specialist works part-time on this project. She is also responsible for affirmative action and Office of Civil Rights projects for the Community College system. She has one 25%-time clerical support staff. There are 106 community colleges in California which receive 3.5% and 8.5% set-aside funds on a formula allocation basis and operate on a decentralized and autonomous system. This structure has created the following problems for the Gender Equity Specialist:

1. Although the Gender Equity Specialist can provide training and technical assistance to community colleges, she does not administer the set-aside programs. The colleges receive funding on an allocation basis and there is no requirement for submission of a plan or accountability for use of the funds.
2. She has no authority to require colleges to submit reports on the 3.5% and 8.5% set-asides and there are no consequences for colleges which do not submit quarterly or annual reports.

To overcome some of the barriers to completing the tasks outlined in the Perkins Act, the Gender Equity Specialist recently funded a statewide task force to develop program standards. A Request for Proposal is currently being developed to standardize the management information system to enable the Gender Equity Specialist to begin collecting program data. The information will be collected by the Gender Equity Specialist, analyzed, and then sent back to the colleges to let them know how they are doing and how they compare to other colleges in the state. The Gender Equity Specialist has had each college appoint its own

Gender Equity Specialist, has instituted statewide training and regional meetings for the Gender Equity Coordinators, and has arranged a financial agreement with the Sex Equity Consultant of the State Department of Education to make the technical assistance and training activities provided through Project TEAM, Project TIDE and the Circle Project available to community college staff. GEMS (Gender Equity Management Services) has been developed by the Gender Equity Specialist to provide training and technical assistance to individual colleges. GEMS is a program staffed by volunteers from the field who meet with a Gender Equity Team from the Community College consisting of the Vocational Education Dean, the President, counselors, instructors, and the Gender Equity Coordinator on campus to develop a 5-year plan, identify resources needed, and develop programs and services for single parent/homemaker programs and gender equity programs.

D. ALLOCATION OF FUNDS: LIMITATION AND ACCOUNTABILITY

Funds for the sex equity set asides for Fiscal Year 1987-88 totaled \$7,108,980.

8.5% Set Aside

State Department of Education	\$2,601,098
Community Colleges	<u>2,601,098</u>
Total	5,202,196

3.5% Set Aside

State Department of Education	953,392
Community Colleges	<u>953,392</u>
Total	1,906,784

GUIDELINES FOR DISTRIBUTION OF 8.5% AND 3.5% SET ASIDES

a. STATE DEPARTMENT OF EDUCATION

The State Department of Education distributes 8.5% of the funds available under Title II to programs and services for single parents and homemakers, and 3.5% of the funds available under Title II are used to provide programs and services for individuals in programs designed to eliminate sex bias and stereotyping in vocational education. All set-aside funds are available to eligible recipients through allocation using a Modified Request for Bid (RFB) process. Eligible recipients are defined as secondary schools and regional occupation centers/programs.

b. COMMUNITY COLLEGES

Community College set-aside funds are distributed following a formula which allocates more funds to eligible recipients in units of local government which are economically depressed or which have high unemployment. "Eligible recipients" are defined as community colleges or community college districts. Up to 10% of the 8.5% set-aside may be retained to address state level needs. These funds are distributed through a Request for Proposal process.

3.5% of the Title II funds are allocated following a formula that meets requirements of Section 113(b)(5) (.."allocate more federal funds to eligible recipients in units of local government which are economically depressed or which have high unemployment"). 10% of these funds may be retained to address state level needs and are distributed by a Request For Proposal process.

METHODS USED TO DISTRIBUTE FUNDS

a. STATE DEPARTMENT OF EDUCATION

The method used by the State Department of Education to allocate funds is a modified request for bid, which is a combination of formula and grant proposal. A formula is used to allocate funds, but local educational agencies must submit a plan for services in the form of a request for bid. If a request for bid is not submitted, the funds allocated to a school district are reallocated among the school districts which submitted RFB's. In 1983, 30 school districts chose to operate an 8.5% or 3.5% program. By 1988, 292 school districts submitted RFB's. Districts choosing to participate in the program are automatically included in subsequent years. Districts that decline are not included in the next year's allocation. The State Department of Education has set a minimum base funding amount of \$5,600 for 8.5% set-aside programs and \$1,700 for 3.5% set aside programs. Service providers who may respond to a Request For Bid are limited to Adult schools, Regional Occupation Centers/Programs and secondary schools.

Two program types, Solo Project and Minority Single Parent/Homemaker Projects, require a subcontract with a community-based organization.

The Sex Equity Consultant makes funding decisions for 3.5% and 8.5% funds allocated to the State Department of Education, as intended by the Act.

b. COMMUNITY COLLEGES

A specific formula is used to allocate funds to Community Colleges and an RFP is used to distribute the 10% earmarked for special projects and technical assistance. For the single parent/homemaker programs, each college is awarded a minimum

base amount of \$3,000 and the balance of the amount available is distributed by formula (the number of families below poverty level having a single female as head of household in the district divided by the total number of families in the state below the poverty level having a single female as head of household.) For the Sex Equity programs, each college is awarded a minimum base amount of \$2,000 and the balance of the amount available is distributed by formula (the total vocational education enrollment in the district divided by the total community college vocational education enrollment in the State.)

The Request For Proposal process is used to fund special projects with up to 10% of the allocation. The "boilerplate" of the RFP is developed by the Community College legal staff, the Gender Equity Specialist develops the need statement, concept and objectives with input from the Statewide Advisory Committee and the Board of Governors reviews and approves the RFP. The RFP is sent to all colleges, a few outside contractors, and is advertised in the contracts register. Although the RFP indicates that non-profits are eligible to apply, none are on the mailing list for the application.

Proposals are evaluated by reading teams selected from local community colleges and private business and industry sectors who rate proposals according to eight predetermined criteria (need, objectives, procedures/activities, project management, location/facilities, budget, evaluation, and dissemination).

The Board of Governors, with recommendations from the Chancellor and the Dean of Vocational Education makes funding decisions for 8.5% and 3.5% programs. The Gender Equity Specialist is the contact person for technical questions and monitors the programs funded through the RFP process.

FUNDING GUIDELINES AND RESTRICTIONS

a. STATE DEPARTMENT OF EDUCATION

The State Department of Education places the following restrictions on the 3.5% and 8.5% set-aside funds:

1. No equipment can be purchased with 3.5% or 8.5% set-aside funds.
2. Programs must serve adult single parents (adult is defined as over 20 years of age) as well as teen parents. A maximum of 33% of the single parent/homemaker funds may be spent on in-school teen parent programs. At least 33% must be spent on out-of-school teen parents and adult single parents/homemakers.
3. All expenditures for media/advertising must have prior approval from the Sex Equity Consultant.

4. Solo Projects and Minority Single Parent/Homemaker Projects must be joint projects between local education agencies and community-based organizations or community service agencies.

5. Districts and community-based programs must reserve funds to attend state-sponsored equity in-service training activities.

6. Any recipient of funds must report to the state on the use of funds as well as any evaluation and outcomes of the program.

b. COMMUNITY COLLEGES

The Chancellor's Office has published a "Documentation Guide for Use of Federal VEA Funds" which is distributed to all colleges receiving allocations and is intended to assist the colleges in documenting allowable costs for programs, services and activities. The documentation guide includes definitions of students to be served in each program, acceptable activities and services, documentation required, and a copy of the Act and Federal Register. The guidelines/restrictions placed on the use of funds are as stated in the Act.

Programs funded under the RFP must comply with the following guidelines and restrictions:

1. Indirect costs (overhead) cannot exceed 8% of the total direct costs.
2. A maximum of 7% of the total direct cost may be used for project administration and must be at least equally matched with non-federal expenditures.
3. Maximums are set for travel rates including lodging, mileage and per diem.
4. Colleges must set aside \$500 to train gender equity and single parent/homemaker coordinators.

ACCOUNTABILITY BY SERVICE PROVIDERS

a. STATE DEPARTMENT OF EDUCATION

Service providers are held accountable for the use of funds by a requirement that all providers must complete an RFB which outlines the goals and objectives of the program and must submit an annual report which details the projects and achievements of the program. Programs are monitored by staff members of Project TEAM supervised by the Sex Equity Consultant and a yearly evaluation is completed by an outside contractor, the Evaluation and Training Institute.

b. COMMUNITY COLLEGES

Colleges which receive a formula allocation from the 3.5% and 8.5% set aside are required to submit annual reports. These reports tend to be very vague and provide few specifics on program accomplishments. True accountability comes with an audit of the college; however, each college is not audited annually.

Programs which receive funds through the Request for Proposal (RFP) process must provide quarterly reports to the Special Projects Specialist of the Chancellor's Office in order to claim payment. Project final reports must be received and approved before contractors receive final payment for expenditures. The Gender Equity Specialist ensures that the contractor is on schedule and is spending the money properly. If she has concerns regarding the program, she meets with the project director to try to solve the problem.

E. INVOLVEMENT OF COMMUNITY-BASED ORGANIZATIONS (CBO'S)

Part VII of the State Plan, "State Administration, Organization, and Policies for Vocational Education Planning in California," states that "public education has the primary responsibility for vocational education and has the first priority in the distribution of federal vocational education funds." It also states, under the Policies of the State Board of Education, that Regional Occupation Centers/Programs, county offices of education, universities and colleges, and adult schools are considered eligible recipients for receiving P.L. 98-524 funds which are not allocated on a formula basis.

In Part IV of the Plan the State Department of Education indicates that services, particularly to single parents and homemakers residing in small, rural, or isolated districts will be provided by secondary, postsecondary, and community-based organization personnel and will serve multiple agencies. The Community College portion of the plan makes no reference to the involvement of community-based organizations in planning or implementing single parent/homemaker programs or programs to eliminate sex bias and sex stereotyping.

In practice, there is one CBO funded directly by the State Department of Education and the Sex Equity Consultant has developed a system within the State Department of Education to require school districts to subcontract with CBO's or community service agencies in order to receive funds for Solo and Minority Single Parent/Homemaker programs. Currently 47 community-based organizations/community service organizations have subcontracts to provide Solo programs and 56 community-based organizations have subcontracts with school districts to provide minority single parent/displaced homemaker programs. CBO's provide, for the most part, outreach and recruitment services, counseling, pre-employment workshops, and support services. Subcontracts,

on the average, are under \$10,000 for each CBO and normally pay for a part-time staff member.

No community-based organizations are funded directly by the Community College system, but at least 10 of 106 community colleges have subcontracts with CBO's. Community colleges are the only eligible service provider for 90% of the 8.5% and 3.5% set-asides, and, although CBO's are eligible as grant recipients for the 10% set-aside for special projects, there are no CBO's currently on the RFP mailing list for the community college system.

F. COORDINATION WITH OTHER SERVICES

Coordination services funded by set-asides from the State Department of Education and the Community Colleges and used by single parent/homemaker programs and sex equity programs, include:

V.O.I.C.E. (Vocational and Occupation Information Center for Educators) and the Employment Training Network, funded through the Carl Perkins Vocational Education Act, State Department of Education, and Job Training Partnership Act, provide technical assistance in curriculum development and program design, information on demonstration sites and model programs, and copies of resource materials, books, and reports dealing with employment and training issues;

Project TEAM, funded through the 3.5% and 8.5% set-asides, assists in coordinating Perkins Act single parent/homemaker programs with other community resources and provides on-site technical assistance and program development services throughout the state;

Project TIDE, funded by 3.5% and 8.5% set-asides, provides regional leadership and formal training seminars and conferences that assist programs in serving single parents and homemakers and eliminating sex bias in vocational education; and

CIRCLE, funded by the 3.5% and 8.5% set-asides, insures coordination by providing leadership in resource development and curriculum development on a statewide basis.

Service providers funded by the State Department of Education are encouraged by the Sex Equity Consultant to leverage funds received from the Job Training Partnership Act, GAIN (Greater Avenues for Independence) welfare program, Regional Occupation Centers/Programs, and other State Department of Education programs to provide comprehensive programs. Technical assistance in developing programs with a wide variety of funds is available through the projects described above. The Sex Equity Consultant has emphasized coordination at the local level because the funds allocated to each school district to provide sex equity and single parent/homemaker services are rarely enough to fund staff, overhead, support services, training and

job placement. The following are examples of successful coordination at the local level.

A Teen Parent/Single Parent Coalition was created in one school district that included members of four local Chambers of Commerce, the PTA, community service organizations (Rotary and Soroptomist), and educators.

A school district in the Los Angeles Area, which provides services to a low-income housing project in a high crime area, joined an existing Task Force at the project and coordinated all education services to residents ranging from ESL, Adult Basic Education, Amnesty classes, truancy prevention, working with high risk youth, gang and drug prevention activities, high school diploma and GED classes, vocational skills training, teen pregnancy prevention, parenting skills tutoring and leadership training for the Residents Council Board. The Task Force coordinated services with the Police Department to stop crime; assisted residents to gain help with housing; and helped to start a garden, translate materials into Spanish, and leverage funds to pay for 2 new bungalows to be used for a childcare program.

Another school district created a consortium of seven cities and developed a regional resource directory for single parents/homemakers, social service workers, and educators.

While coordination at the local level is very good, and coordination between the State Department of Education and the service providers it funds is very good, coordination between the Gender Equity Specialist of the Community Colleges and the individual colleges as well as coordination between the State Department of Education and the Chancellor's Office of the Community College System could be improved. The Community College Gender Equity Specialist has instituted an annual training seminar for Gender Equity Coordinators on each campus, regional meetings are being planned and a technical assistance/training plan to help strengthen coordination among the community college practitioners is being developed. In addition, a Gender Equity Coordinator's Handbook has recently been developed and distributed to all campus-based Gender Equity Coordinators. The problems in coordination between the State Department of Education and the Chancellor's Office appear to be structural and administrative and there have been very few successful attempts to increase coordination between the two administrative entities.

G. AN OVERVIEW OF THE 8.5% AND 3.5% SET-ASIDE PROGRAMS

a. STATE DEPARTMENT OF EDUCATION

The California State Department of Education has created several types of programs to meet the Carl Perkins Vocational Education Act objectives. The program configuration is as follows:

- 8.5% Set-Aside Single Parent Homemaker Programs
- 3.5% Set-Aside Sex Equity Programs
- In-service Training
- Technical Assistance
- Research and Resources
- Outreach

SINGLE PARENT/HOMEMAKER PROGRAMS -- 8.5% SET-ASIDE

The objectives of the 8.5% set-aside programs administered by the State Department of Education are:

- To develop linkages and coordination activities to provide employment services to single parents/homemakers in non-traditional fields.
- To fund projects which provide services to single parents/homemakers for outreach, assessment, guidance and counseling, job development and job placement.
- To fund business education, word processing and entrepreneurship projects.
- To require recipients of funds to provide child care and transportation services to students in these programs.

8.5% Set-Aside Programs administered by the State Department of Education include the following program types:

SOLO PROJECTS: There are 47 funded Solo Projects providing services to single parents/homemakers. These programs provide services on a regional basis and are a joint effort between local educational agencies and community-based agencies. Major services include outreach, workshops, seminars on decision-making skills, goal setting and employment skills, oral and written language skills, mentoring and role models. Child care and transportation are available.

SINGLE PARENT/HOMEMAKER PROGRAMS: There are 151 funded single parent/homemaker grants. These grants are allocated primarily to secondary schools and Regional Occupational Centers/Programs. Services provided are outreach and assessment, guidance and counseling, employability skills, job development, placement and follow-up, and support group meetings. Child care and transportation are available.

Districts that receive single parent/homemaker funds must also agree to implement a sex equity project. The sex equity

coordinator believes that sex equity is a pre-requisite for single parent/homemaker self-sufficiency and reduction in teen pregnancy.

MINORITY SINGLE PARENT/HOMEMAKER PROGRAMS: There are 56 funded minority single parent/homemaker projects. These projects are joint programs between local educational agencies and community-based organizations. Services provided are outreach, assessment, guidance and counseling. Child care and transportation are available. The primary emphasis is to connect minority women with regular vocational programs and services. These programs are open to all single parents/homemakers.

The following are specific examples of programs funded by the 8.5% set-aside.

Norwalk La Mirada Unified School District

The program goal is to offer a weekly self-sufficiency skills group that emphasizes resolving barriers confronting single parents/homemakers. Participants in the group (class) include people enrolled in an academic and/or vocational program as well as those who have simply begun to explore available options. The class is open-entry/open exit and includes the active involvement of the Department of Rehabilitation and the League of United Latin American Citizens (LULAC). LULAC received funds to conduct outreach activities, to organize a career fair, and to provide a scholarship to a single parent who had graduated from the adult school and was attending college.

Grant Joint Union High School District

The goal of the program is to provide career development, tutoring, counseling, training, and support services to single parent/homemakers. The program provides workshops, counseling, child care, vocational training and a mentoring program, provided through a subcontract with the Delta Sigma Theta Service organization. Mentors are volunteers from the service organization who provide support, peer counseling, friendship and, in some cases assistance with buying clothes for interviewing. To solve her transportation problem, one participant was provided with a car, fixed by the mentor and her husband.

Youth and Family Services Center

There is one community-based organization funded directly by the State Department of Education that serves as a model project to address the needs of teen fathers. The Fatherhood Project of the Youth and Family Services Center teaches teen fathers how to care for their children, helps them acquire basic skills, and provides them with information on education and employment.

Fremont-Newark Regional Occupation Program (ROP)

The goal of the program is to provide crisis intervention services and training to women to maintain self-sufficiency. This Solo project serves many women who are not eligible for Job Training Partnership Act funds, allowing the project to help women before they reach the poverty level. Services include intake, assessment, and referral. After intake, assessment tests are administered and the participant is referred to appropriate programs and ROP classes. The program provides training, retention counseling, and support systems and post-training groups.

San Francisco Unified School District and Family Service Agency
TAPP (Teenage Parenting Project)

The program goals and objectives are to improve student attendance and reduce the drop-out rate, increase the percentage of participants completing High School/G.E.D., increase the development of career plans, increase job placement amongst the target population, reduce the incidence of births and reduce infant mortality and morbidity, and increase the percentage of the target population who become self-sufficient. Personal development plans are written for each client which include academic, social/psychological and vocational aspects of the client's lives. Self-sufficiency counseling is offered, along with values clarification, decision making and communication. Referrals and/or classes are provided for needed services such as education skills or English as a second language training; career awareness and exploration, job readiness, job preparation, skills training and work experience. Follow-up services are on-going.

Project Self-Sufficiency, Loma Vista Adult Education Center

Project Self-Sufficiency is a single parent program based at Loma Vista Adult Education Center. The program provides stabilizing services including weekly support groups, individual counseling, workshops, development of an individual employment plan for each participant and referrals to vocational training. The Project Coordinator serves as a "resource broker" on various committees and county-wide networks for displaced homemakers.

SEX EQUITY--3.5% SET-ASIDE

The 3.5% set-aside programs are designed to eliminate sex bias and sex stereotyping in vocational education. Program objectives are:

1. To provide sex equity grants to girls and women between the ages of 14-25 years old to prepare for their economic self-sufficiency.
2. To provide professional training and technical

assistance to the recipients of the sex equity grants.

3. To reduce sex, race, handicap bias, stereotyping and discrimination by conducting statewide and regional conferences for teachers, counselors and administrators.

In FY 87-88, there were 291 secondary districts and regional occupational centers/programs receiving sex equity grants. Activities that may be conducted with the use of the 3.5% grants include special assemblies and workshops for students on sex equity, nontraditional career fairs, math/science conferences for females, role model presentations and trips to business and industry to observe nontraditional careers. These sex equity grants are primarily for comprehensive high school students and faculty.

The 3.5% set-aside teen programs have access to the same technical assistance organizations and resource and research organizations as do the 8.5% set-aside programs.

Many school districts which receive sex equity allocations of \$1700-\$3400 use the funds to provide "career days" and nontraditional "job fairs". Many projects also emphasized the critical role of math and science for young women and how these subjects relate to vocational education and good jobs.

Examples of project using 3.5% funds include the following.

Sacramento City Unified School District

The goal of the program is to increase the number of students entering nontraditional careers. An annual Nontraditional Career Fair is conducted for high school students. The fair is held at a local community college and includes Joint Apprenticeship Programs, employers, JTPA training programs, and schools. Many employers and Apprenticeship program representatives set up displays where students can "try out" tools used in trades, including carpentry, plastering, plumbing, and electrical.

Los Angeles Unified School District

The goal of the program is to emphasize the importance of math and science for women as well as men. Female speakers were brought in to address how math and science helped them get a

good job, including female engineers from the City of Los Angeles and females who work in construction on the Century Freeway Project. Several math/science workshops were conducted to emphasize the changing roles for females.

Oceanside Unified School District

The goal of the program is to involve employers and the city in a job fair and job shadowing experience for students with an emphasis on nontraditional jobs. The school district worked with the Oceanside Chamber of Commerce to facilitate the "matching" of students for a "day at work." Following this a city-wide Jobs on Display day was started. This event will be annual.

Fresno Metro Regional Occupation Center/Program

The goal of the program is to conduct a multi-county math and science fair for females in grades 7-12, their parents, teachers, and counselors. The school district involved the AAUW (American Association of University Women) in organizing the conference. Workshops were conducted by women who shared their experience in math and science related careers. College entrance requirements, application procedures and vocational training options were explained. 450 people attended the workshop, many of whom were bused from rural communities. Plans are now being made to offer two conferences in the future and to expand enrollment to 750.

Loma Vista Adult Education Center

Loma Vista Adult Education Center has successfully coordinated community and educational resources to develop an Advisory Committee that includes JTPA staff and contractors; high school and adult school personnel; and representatives of labor unions, community-based organizations, women's advocacy organizations, the Department of Rehabilitation, the Employment Development Department, the National Displaced Homemakers Network, and the Housing Authority of Contra Costa County. This advisory committee has been instrumental in developing a network of community resources to insure that students in the program receive the necessary services to attain self-sufficiency.

IN-SERVICE TRAINING

Project Tide (Toward Individual Development through Equity), Rancho Santiago Community College, Santa Ana, California provides in-service training to the participating secondary school districts, community colleges and community-based organizations that assist in planning and implementing their grants.

TECHNICAL ASSISTANCE

Project Team (Together Everyone can Ascend Mountains), Etna Union High School District, California, provides on-site technical assistance and resources, to districts receiving sex equity and single parent/homemaker grants. Special emphasis is given to developing the linkages between district service providers, community-based organizations, vocational education, and other public agencies serving single parent/homemakers.

Technical assistance is also offered through several projects which have been funded to provide information and resources related to increasing minority and female participation in education, business, and industry. One special project convened two employer equity advisory committees to address employment of single parents/homemakers.

RESEARCH AND RESOURCES

Circle Project (Circulating Information, Resources, and Curriculum for Living Equally), California State University, Sacramento, operates as the primary research and resource development center for California. The center maintains specialized research and resource information in print, audio-visual media and videotape.

OUTREACH

Pasadena L.A.D.I.E.S. Project, (Life After Divorce Is Eventually Sane), Pasadena Unified School District, provides consciousness-raising to the private and public sector regarding outreach services for displaced homemakers. Activities include participating in television talk shows and appearing at special events targeted for displaced homemakers.

b. COMMUNITY COLLEGES

8.5% AND 3.5% SET-ASIDE PROGRAMS

The state plan includes the following objectives for the Community College Single Parent/Homemaker funds:

"Title II, Part A funds available for individuals who are single parents and homemakers will be utilized through allocation and special projects to provide skills development programs that will increase the potential of such individuals to become employable or to improve their employment. Program offerings will be expanded to make vocational education more accessible to single parents and homemakers. Funds may also be used with Title II, Part B funds to improve and/or expand other services such as assessment, guidance, day care and placement.

The primary objective for the community college 3.5% set-aside is to design programs to eliminate sex bias and stereotyping and to provide leadership and direction in eliminating sex bias, sex stereotyping, and sex discrimination in vocational education programs and apprenticeship courses and programs.

Other objectives include:

- To conduct state affairs and operations in a manner that reflects compliance with sex equity legislation and sound sex equity practices.
- To gather, analyze, and disseminate information on vocational enrollments and employment patterns of men and women in such programs.
- To conduct and sponsor appropriate research activities on sex equity issues.
- To coordinate and disseminate resource materials and information related to sex equity.
- To coordinate sex equity activities in vocational education and establish liaison with relevant agencies and organizations.
- To provide technical assistance to local educational agencies in assessing local gender equity needs.
- To provide leadership in the identification of campus personnel to coordinate campus activities for elimination of sex bias, sex discrimination and sex stereotyping.
- To provide in-service training and technical assistance on sex equity to local education agencies and other organizations as requested and needed.
- To develop standards and implement means of monitoring sex equity practices in vocational education.

The community colleges frequently use their funds to provide various activities within their departments. The funds provide staffing, resource materials, conference coordination, and/or public relations brochures for courses offered at the college.

Examples of single parent/homemaker and sex equity programs offered by the community colleges include the following.

College of Alameda, Alameda, California

The program goal is to promote self-sufficiency of single parents based upon individualized assessment. Services provided include counseling and supportive services, such as referrals to on and off campus help in legal and employment counseling, child care and other needs. Workshops and special programs are conducted on topics such as stress reduction, study skills, assertiveness training, career information and women's legal rights.

Merritt College, Oakland, California

The program goal is to provide vocational and career counseling, personal counseling, support services and job placement services. Services provided include guidance

counseling, career exploration, assessment activities and referrals. Job placement services are available, as well as information about agencies providing services such as child care and support groups. Child care services are provided to parents to enable them to participate in the program.

Chabot College, Oakland, California
Women in Transition

The program goal is to assist participants in raising their self-esteem, exploring career and educational options, becoming acquainted with other resources and preparing for job search. Services include individual counseling, weekly support groups and a class, Women in Transition. A workshop series is offered which includes topics such as building self-esteem; becoming more assertive; reducing stress; identifying values; skills and interests; and career planning.

Canada Community College, Redwood City, California

Canada Community College located in Redwood City, California, in conjunction with a local CBO and small business is providing literacy training and placement in nontraditional occupations. The project is designed to prove that college linkages with CBO's and private industry will increase job placement and retention.

San Francisco Community College, San Francisco, California

The San Francisco Community College District has developed an Industrial Maintenance/Mechanic Program for women. The program includes a part-time evening "feeder" program. The program adapts the full day curriculum and encourages women to enter the full day program. The program does not exclude women who must work during the day, and allows women to "try out" the curriculum to determine their desire to enter nontraditional occupations.

Pierce College, Woodland Hills, California

Pierce College provides services in three areas: 1) sex bias and stereotyping, 2) single parents/displaced homemakers, and 3) adults needing training. The college offers two eight week courses. The courses are two hours per week and are offered during the day and in the evening. Approximately 33% of students enroll in evening classes, and increasing numbers are male single parents and/or men who have been displaced and are in need of retraining. The first section of the course is career exploration. Major emphasis is on testing and assessment, values and skills, and how to use the career library. The second section focuses on building self-esteem and covers such areas as transition and change, how to deal with loss, how to deal with the changes in the family system, and assertiveness skills.

Support groups and one-to-one counseling are available to students. Support services are provided by community agencies. The college publishes a newsletter describing the courses, and funds are used to develop brochures describing the vocational education courses which are available. If more funds were available, the college would like to offer more workshops in areas such as study skills for the returning adult and math anxiety, and to open the math laboratory during evening hours.

Los Angeles Technical College, Los Angeles, California

Los Angeles Technical College program is developed around the concept of self-esteem. The program, VIP, (Vocational Improvement Program) offers courses and workshops to enable individuals to learn more about themselves and to develop skills necessary to make educational and career decisions. The course is 16 weeks, 4 hours per day and covers self-esteem, assertiveness training, and the earning gap. Over the last year, 3900 individuals were tested and assessed. The tests were used to target strengths, to determine how strengths translate into skills, and to determine their careers and college majors. Approximately 75% of those tested entered school. Funds are also used to survey departments to ascertain numbers of women in vocational training and to determine whether the numbers have increased or decreased.

Rio Honda College, Whittier, California

Rio Honda College uses their funds to support programs offered through their Career Center, Job Placement Center and Women's Center. They offer approximately 100 workshops per year. Areas covered include job seeking skills, resume writing, interviewing techniques, divorce adjustment, study skills, (how to raise children and study) and math anxiety. Their program HELP (Homemakers Employment Learning Process) is a six to eight week, non-credit course, for displaced homemakers and single parents. The course offers career counseling, goal setting, self-confidence training and career testing. Counselors and advisors are available on an individual basis. Approximately 80% of those completing this course become students at the college. Child care is offered to students funded through EOP/VEA programs, and the campus child care center is partially subsidized and operates on a sliding fee basis. Program staff does outreach to community agencies. Five scholarships of \$1000.00 each have been made available from the Assistance League of Whittier for displaced homemakers over thirty.

Rancho Santiago College, Santa Ana, California

Rancho Santiago College utilizes several sources of funds, including funds allocated for the disadvantaged, limited English speakers, single parent/displaced homemakers and equity, to operate the New Horizons program. The philosophy of the New

Horizons program is to serve participants, be actively involved with participants on a peer level, and to do statewide advocacy. Specifically for single parents/displaced homemakers, the New Horizons program offers a leadership conference each year. The conference attracts about 2000 people who participate in the events over a 3-5 day period. Workshops are offered in areas such as assertiveness, self-esteem, parenting, and legal services. Also included in the conference is a district-wide job fair. New Horizons also sponsors the "Connections Conference" which is a collaborative effort between the college, private foundations, local community agencies and temporary employment agencies. The purpose of this conference is to increase the awareness of students about local resources for employment, housing, child care, health and other resources to enable the student to become self-sufficient. On-campus activities for single parents/displaced homemakers are a weekly single parent support network and one-to-one counseling services.

Rancho Santiago College also offers the Nontraditional Contact Project with 3.5% set-aside funds. Project staff contact each student (male or female) enrolled in a nontraditional vocational course for their sex and provide the student with a career brief outlining what salaries may be expected, what jobs are available and what related courses they should take in the field they have chosen. The project has proven to be helpful to students in making decisions regarding career goals and helps the retention rate in nontraditional classes. The equity money also provides a job shadowing program, a role modeling program, which is targeted towards high school age students, and a curriculum career planning unit, which is targeted towards freshman college students.

Rancho Santiago College uses the campus-based subsidized child care center for some of their child care needs and they also have a VEA grant which is used to subsidize off-campus child care. Child care referrals are made to local community agencies, when the need cannot be met by the College.

Bakersfield Community College, Bakersfield, California

Bakersfield Community College provides a nine week program, targeting single parents (primarily women) who would not normally participate in college activities. The program is operated by the re-entry center. The program is daily from 9:00 to 12:00 and offers instruction in self-esteem, assertiveness training, budget management and basic skills. The program also offers personal and group counseling. The program employs one instructor to provide basic skills training and hires consultants from the community for special workshops. Each participant has access to a counselor during the nine weeks and there is a support group for those individuals who continue their education at the college. Child care is paid for through the project and is primarily provided by private sector care givers. If more funds were available, Bakersfield Community

College would like to offer dormitory living arrangements for their participants with housing and transportation problems.

Butte Community College, Oroville, California

Butte Community College offers a series of workshops, a nontraditional career fair for high school girls from Butte and Glenn counties, and a tele-conference for women over 40. Community workshops are offered to single parents and displaced homemakers on college and job readiness topics and counseling is available on education, career and personal issues. The college is planning to provide specified career workshops in the medical field and in tourism and travel, as well as workshops for staff on sex discrimination, working with difficult people, self-esteem, advancing in your job career, and sexual harassment. Butte Community College is one of five community colleges which have developed a statewide consortium to address the issues of women in the manufacturing technologies. The consortium is developing in-service workshops for vocational faculty and staff to sensitize them to the need to recruit women in the manufacturing technologies, to develop in-service workshops for manufacturing line management and human resource staff in industry, and to develop a video segment and brochures to be used to recruit women in the manufacturing technologies.

IN-SERVICE TRAINING AND TECHNICAL ASSISTANCE

The Community College Gender Equity Specialist has developed a network of Gender Equity Coordinators, has conducted training conferences, and has provided technical assistance to participating colleges. \$50,000 in set-aside funds is allocated to the State Department of Education to ensure that Project TIDE services are available to both community colleges and secondary school districts.

Additional technical assistance is available to Community Colleges through Gender Equity Management Services (GEMS) a volunteer organization coordinated by the Gender Equity Specialist. GEMS provides a volunteer consultant who is knowledgeable about sex equity and single parent/homemaker programs to colleges who are in need of assistance in planning 3.5% and 8.5% programs. The consultant meets with a team from the college which includes the President, Vocational Education Dean, Counselor, Instructors and the Gender Equity Coordinator to develop a five year plan, identify needed resources for the project, and design a timeline for project implementation. GEMS is now in the third year of operation. In year one, 10 colleges used the GEMS services; in year two, 21 colleges were served, and there is currently a waiting list for GEMS services.

The Community College System has designed vocational programs to include skills development, and has made vocational education

courses more accessible to the single parent/homemaker. The Gender Equity Specialist has required that each college identify a Gender Equity Coordinator on campus and that these coordinators organize campus activities and attend annual training seminars. A Gender Equity Coordinator's Handbook and Title IX Coordinators Handbook were published in October, 1988 to provide technical assistance resources to Gender Equity Coordinators at the community colleges in California. Four special workshops will be offered in 1989 called "Apprenticeship Awareness for Greater Access" and two workshops were offered in 1987 and 1988 on Sexual Harassment (the first year was for Vocational Education Deans and the second year was for Chief Instructional Officers and Presidents of Colleges).

H. PROGRAM AGGREGATE DATA

As of fiscal year 1987-88 the single parent/homemaker projects funded by the 8.5% set-aside were based in 151 secondary schools, adult education schools and regional occupation centers/programs and 106 community colleges.

The sex equity projects funded by the 3.5% set-aside were based in 284 secondary schools, adult education schools, and regional occupation centers/programs and 106 community colleges.

10% (or ten) of the community colleges receiving single parent/homemaker or sex equity funds subcontract with community-based organizations for service delivery.

31% (or forty seven) of the secondary school districts receiving single parent/homemaker funds subcontract with community-based organizations for service delivery. There are no sex equity projects which have subcontracts with community-based organizations.

STATE DEPARTMENT OF EDUCATION EVALUATION DATA

The State Department of Education contracted with the Evaluation and Training Institute (ETI) to conduct a comprehensive review of the sex equity and single parent/homemaker project activities for program years 1986-87 and 1987-88. For program year 1986-87, ETI collected data from 50% of the single parent/homemaker projects in California and published "The Evaluation of the State Sponsored Sex Equity and Single Parent/Homemaker Program" in March 1988. Findings on the program services were:

1. The projects studied had provided some type of short-term service to 30,089 single parents and displaced homemakers since implementation of the Carl Perkins Vocational Education Act of 1984.
2. The majority of services provided were one time events including career fairs and workshop presentations focusing on pre-employment skills, life skills, and community resources.
3. Extensive on-going program services, including counseling, assistance with transportation and child care, basic skills and vocational assessment, pre-employment preparation and skills training were provided to 2,500 teen parents and 3,900 adult single parents and homemakers statewide.
4. Of the participants who received extensive services, 244 teen parents and 438 adult single parent/homemakers had entered employment by the time the evaluation was completed.

5. 75% of the participants served had annual incomes of \$10,000 or less and 32% had incomes of less than \$5,000. The principal source of income for the majority of participants is AFDC and food stamps.

6. A statewide survey conducted by the Evaluation Training Institute revealed that over 80% of participants believed that their participation in the 3.5% and/or 8.5% programs was a major factor in their decision to enter school or continue their education. 80% of participants also reported that creation of a "personal development plan" was one of the major benefits they received from participating in the project.

7. 90% of the participating school districts coordinated their service delivery system with the Job Training Partnership Act, community-based organizations, the Department of Social Services or the Department of Rehabilitation, business and industry, educational agencies and programs, and other single parent/homemaker projects.

ETI findings on the sex equity programs included:

1. Over 85% of the reporting school districts reported that they were in compliance with Title IX and 90% had completed reviews of career materials and counseling practices to ensure that they were free of discrimination, bias, and stereotyping.

2. Sex equity projects coordinated activities with a number of different types of vocational and school programs including comprehensive high school vocational programs, regional occupation programs, programs for pregnant teens and teen parents, programs for high risk youth, and continuation high schools.

3. School districts reported providing staff development focusing on sex equity issues to over 2000 teachers and 2000 district staff.

4. More than 111,000 students participated in activities funded with sex equity monies including career fairs, workshops and vocational and basic skills assessment. (Note: This number includes some students who participated in more than one activity).

5. Sex equity activities helped to recruit and retain more than 67,000 students in nontraditional programs. Approximately 4,500 students enrolled in nontraditional courses were provided support services through sex equity funds.

6. Statewide, the enrollment of male and female students in vocational programs nontraditional for their sex increased slightly. Of the eight major categories of programs (agriculture, distributive services, home economics, industrial arts, office occupations, and technical education), six categories showed an overall increase in the number of sex balanced programs.

7. Districts and Regional Occupation programs receiving sex equity funds showed slightly greater gains in nontraditional enrollments than those districts which did not receive funds.

For program year 1987-88 ETI conducted another evaluation. While findings on the program did not differ significantly from findings in program year 1986-87, ETI and Project Team staff were able to compile statistical information on service delivery from 70% (or 199) of the sex equity projects funded by the State Department of Education and 90% (or 136) of the single parent/homemaker projects funded by the State Department of Education.

Program outcomes for the year were:

	*Under 19	*Over 20	Total
Total number of participants served by single events	9,468	12,165	21,633
Total number of participants who received ongoing services	4,168	6,640	10,808
Number of participants who enrolled in vocational education programs	1,921	3,944	5,865
Number of participants entering employment	700	1,827	2,527
Number of participants who attended English As A Second Language or Basic Education	1,161	1,331	2,492

* Under 19 and over 20 refers to age of participant.

The State Department of Education keeps demographics on age by teen parent (under 19) and adult single parent/homemaker (over 20).

While demographic information on program participants, including a breakdown by sex, ethnicity, age, income, and educational and employment background was not available from the State Department of Education, the ETI report states that a "sample of participant background/profile sheets of participants in the single parent/homemaker programs indicates that forty-five percent of the participants were white, twenty-six percent Hispanic, twenty-two percent Black, and the remaining ten percent were Native American, Asian, Pacific Islanders, and Filipinos."

With 70% of the districts reporting statistical information for program year 1987-88, 111,174 students and 8413 faculty and staff received services through the 3.5% set aside. 40% of the reporting districts stated that students participated in a career fair emphasizing nontraditional careers. 30% of the districts stated that women were involved in math and science seminars or fairs.

The ETI Report showed improvements in the gender balance of vocational education programs at a statewide level in program year 1987-88, with eight of nine program areas as a whole being gender balanced. However, within the specific courses taught in the various program areas, the technical and industrial educational courses continue to be unbalanced. Evaluation data shows that there were balanced enrollments for males and females in:

- 88% of office occupation courses
- 80% of marketing courses
- 80% of agriculture education courses
- 62% of health occupations courses
- 59% of consumer/homemaking education courses
- 44% of technical education courses
- 36% of industrial arts courses
- 30% of trade/industrial education courses

Demographic information on the students enrolled in sex equity programs operated by the State Department of Education was not available.

b. COMMUNITY COLLEGES

Aggregate program data on the 8.5% and 3.5% set-aside funds allocated by the Chancellor's Office is not available. The Evaluation and Training Institute (ETI), the contractor selected by the State Department of Education to evaluate the 8.5% and 3.5% set asides, selected 6 colleges and 2 college districts to provide program information for the ETI report. The colleges sampled served 2,757 participants in single parent/homemaker activities and 25,832 participants in gender equity activities in program year 1987-88. ETI estimated that 39,752 single parents/homemakers were served by Community College programs funded through the 8.5% set-aside in program year 1986-87. The Gender Equity Specialist for the Community College System recently convened a statewide task force to develop program standards and a data collection system to begin a statewide reporting system on participants served by community colleges with the 8.5% and 3.5% set-asides, but no statistics on participants in the last three years was available for review.

"The Evaluation of State Sponsored Sex Equity and Single Parent/Homemaker Programs" the report published by ETI for program year 1986-87 and 1987-88 made the following statements regarding the 3.5% and 8.5% programs funded by the Community Colleges:

1. The four most common uses of single parent/homemaker funds in the community colleges include:

- individual counseling (50%)
- outreach to single parents/homemakers (49%)
- career counseling (46%)
- workshops for single parents/homemakers (44%)

Child care was funded by 35% of the colleges and an additional 18% spent funds on other supportive services. Nineteen (19%) percent of the schools provided partial funding

to Career Centers, Women's Centers, or Re-entry Centers with single parent/homemaker monies, 16% of the schools spent funds on vocational assessment, and 10% spent monies on basic skills assessment.

2. The five most common uses of sex equity funds in the community colleges include:

- publication of brochures or flyers (51%)
- outreach to encourage students to enter non-traditional programs (50%)
- sex equity conferences/travel (47%)
- workshops focusing upon sex equity issues (45%)
- individual counseling of students (43%)

Sex equity funds were used to provide partial funding for Career Centers, Women's Centers, or Re-entry centers at 33 colleges (31%).

I. SUPPORT SERVICES

In Section IV of the State Plan the issue of supportive services for participants is addressed. Programs funded by the State Department of Education are required to address child care and transportation barriers for participants in single parent/homemaker projects. The community college programs include the following guidelines on supportive services in the plan: "funds may also be used with Title II, Part B funds to improve and/or expand other services such as assessment, guidance, day care, and placement."

The State Department of Education allows payment for child care, transportation and other support services for participants in 8.5% and 3.5% programs. Many school districts and community colleges administer programs to provide support services and many provide support services by leveraging funds or services from other sources such as the Department of Social Services GAIN (Greater Avenues for Independence) program.

J. PARTICIPANT SUCCESS STORIES

On the final reports submitted by single parent/homemaker service providers, each project was asked to provide three or more participant success stories. The State Department of Education has collected these success stories and is in the process of compiling them into a publication to use as a motivation and peer counseling tool for single parents and displaced homemakers. The publication will also be used to educate teachers, administrators, and the general public on the life struggles faced by single parents/homemakers and the efforts they make to overcome barriers and reach self-sufficiency.

The following stories are examples taken from the project final reports. They are unedited except for names.

"Teresa was our honored guest at the Third Annual Nontraditional Job Fair at the California Youth Authority's Ventura School. She exemplifies a role model for our present students. Teresa was at Ventura School for several years at which time she was involved in many programs. Upon parole, she received the honor of being "parolee of the year" which is an award bestowed on the parolee that has been successful on parole. She is currently working as a carpenter in the San Diego Area. She is earning \$12.00 an hour and continues to advance in her field. She attributes her learning about this trade to a job fair she attended at Ventura School."

"Jenny is a 22-year old divorced mother of three. Jenny was attending one of the W.I.C. (Women, Infant, and Children) Nutritional Clinics while I was speaking. I referred her to the Colton SHU-Project Redirect (a community-based organization working with the Single Parent Consortium). She took vocational classes and prepared for a secretarial career. She also attended our Pre-Employment Workshop on how to get a job and was video-taped while practicing her interviewing skills. Jenny is currently employed full time for \$7.50 an hour in the personnel department at California State University, San Bernardino."

"LaWanda is a 17-year old attending the pregnant minor program. LaWanda attended the weekly group counseling sessions conducted by the Single Parent Consortium. Last year she entered the "Women in History Essay/Poster Contest" with an essay on Harriet Tubman. Her essay won 3rd place for the 11th and 12th grade category. She was graduated from high school in June and plans to attend college in the fall. Her career goal: Lawyer."

"Linda was referred to the Solo Project by a shelter for battered women. She is 33 years old with two small children. During the period of time she was being processed through the program, she was also going through the emotional strain of her divorce. She was hiding her children and herself at all times from her abusive husband. She was referred to the Department of Public Social Services and after several weeks she was finally receiving a small income and able to afford a small apartment. Linda was then referred to the La Puente Valley Food Pantry. She was given clothes from the Solo clothes closet. Linda was slowly beginning to believe in herself and it was evident that she was well on her way. Linda attended the Hacienda La Puente Adult School and she excelled in her Business Education classes. She was recommended to the Soroptomist Club for a scholarship. Linda was honored at their luncheon where she received a check for \$200.00. Linda completed her training at the Adult school soon thereafter. She is currently employed with the Sheriff's Department for the City of El Monte. She has become self-sufficient, no longer on welfare and she is proud of her achievements. Her children are attending a child care facility near her home."

"Anna was a former Marine with two small kids. She was in training to be an office worker. It became clear to her while attending single parent/homemaker seminars that there just wasn't enough money to pay for quality child care at an office worker's wage. Together, we reviewed her skills. February 2, 1988, Anna became a plumber's apprentice. She is now a role model in her field."

"Evelyn, a participant in the Minority Women's Project, took word processing at Jordan-Locke Adult School. Recently she was employed with the Los Angeles International Airport as a passenger baggage screener and caught an airport tester with an illegal item on the first day on the job. She was awarded a \$100.00 bonus."

"Carol, an extremely shy young mother of two, entered the program coming out of an abusive marriage and extreme financial pressure. While in classes she dealt with her personal problems, worked hard in accounting classes, and went on to become hired at a prestigious Del Mar Realty as an accounting assistant for \$8.00 per hour. She was able to get off AFDC and out of personal abuse."

"Dee was married for over 20 years and had a son in high school when her husband left her for another women. She had not worked in many years and initially was too emotionally upset to concentrate on school. With lots of personal counseling by us and additional help from a therapist, Dee was able to concentrate on school and upgrade her clerical skills. Because she had taken both shorthand and typing in high school, she was able to build on those skills and shortly after was hired as a Secretary at Convair at a \$20,000 starting salary. She has been promoted since that time."

"Julie was referred to me by a YMCA support group. She had assumed a new name and identity under the victim protection services program. Due to her past, she was afraid of going into the job market or applying for AFDC. She has three children at home and her funds were at an end. The cooperation, and the supportive services provided by community-based organizations, ROP, private counseling, and Coordinated Child Care made the transition into the job market not as intimidating for her. She is presently employed and able to deal effectively with her fears."

"Kate is a single head of household with two children. At 26, she still hadn't finished high school. She wanted to work outside, so followed-up on the Caltrans information that Solo sent to her, took their exam (with a 91 score), and was hired as a 'Landscape Maintenance Worker'. She now earns over \$10.00 an hour and has a full benefit package."

III. CONCLUSION

The Carl D. Perkins Vocational Education Act has had a tremendous impact on improving vocational education services to women and girls in California. Increased resources have enhanced the ability of program operators and state officials to provide more comprehensive and effective programs, and essential support services have made it possible for many more women to participate. It is the hope of Wider Opportunities for Women that as Congress examines the set-aside provisions for the Perkins Act, the provisions will be maintained. Further refinement and clarification is also needed so that the full potential of the Perkins Act will be realized.

IV. RECOMMENDATIONS

Based on the findings of this monitoring effort, Wider Opportunities for Women recommends that the 3.5% and 8.5% set-asides in the Carl D. Perkins Vocational Education Act be retained. In addition, WOW recommends that a number of provisions be strengthened, clarified, and expanded to ensure that the program reaches its full potential. WOW's recommendations are as follows:

1. WOW recommends the continuation of the set-asides for sex equity and services to single parents/homemakers at current levels. In California Carl Perkins Vocational Education funds have been used to design, implement, and institute programs to improve the education of women and girls. Since 1984, 56 minority single parent/homemaker programs, 47 Solo programs (partnerships between community-based organizations and school districts), 138 single parent/homemaker projects have been developed by the State Department of Education utilizing 3.5% and 8.5% set-aside funds. The Community College System has partially funded 33 campus-based Re-entry Centers, Women's Centers, or Counseling Centers using 3.5% and 8.5% set-aside funds.

2. WOW recommends that the responsibility and authority of the sex equity coordinator be clarified. Because California splits the set-aside funds between the Community Colleges and the State Department of Education, there is confusion about who is responsible for administering the sex equity funds. By law the Sex Equity Consultant of the State Department of Education is responsible for administering these funds. In practice, she has no authority to administer, oversee, or report on 50% of the funds. WOW recommends either of the following options for states which, like California, split the 3.5% and 8.5% set aside funds between two branches of state government:

a. Designate more than one Sex Equity Coordinator in each state and charge the sex equity coordinators with the responsibility, accountability, and authority to implement, monitor, evaluate, fund, and administer programs funded with the 3.5% and 8.5% set-aside funds designated to them.

b. Designate only one Sex Equity Coordinator in each state and charge that person with the responsibility, accountability, and authority to implement, monitor, evaluate, fund and administer programs funded by 3.5% and 8.5% set-asides regardless of which state department the funds are allocated to.

3. WOW recommends encouraging the use of community-based organizations as direct or "partner" recipients for set-aside funding. The special target populations defined in the Perkins Act sex equity set-asides often have had negative educational experiences or are intimidated by the education system. Community-based organizations are a natural "point of entry" for special populations and can provide the counseling, self-concept development and support services which are necessary to assist many women and girls in re-entering and completing an educational program. California's State Department of Education has implemented a "partnership" between schools and community-based organizations which has worked well for

single parents/homemakers. While these programs are severely underfunded, they serve as a national model for combining the strengths of community-based organizations and schools to successfully serve women and girls.

4. WOW recommends that states be prohibited from formula allocation of more than 50% of either sex equity set-aside, with the remaining 50% retained at the state level for development of innovative programming, requests for proposals, coordination efforts, technical assistance and resource development; and that programs which receive an allocation must submit a "Request for Bid", which includes goals and objectives for the 3.5% and 8.5% set-aside funds allocated for the year. In California, the State Department of Education retains funds at the state level for training, technical assistance and innovative programming and has been much more successful in developing resources, training, and technical assistance programs, implementing model programs, and in monitoring and evaluating program services than the Community College System which only retains 10% of the sex equity funds at the State level.

5. WOW recommends that states be prohibited from awarding grants through a formula allocation of less than \$5000 for either set-aside. Currently the minimum grant levels for 3.5% set-aside programs are \$1700 for programs funded by the State Department of Education and \$2000 for programs funded by Community Colleges. The majority of programs receiving allocations under \$5000 sponsor annual career fairs, math and science fairs or nontraditional career fairs. While annual events provide exposure to nontraditional careers to women and girls, the sex stereotyping which pervades our society cannot be countered by one annual event. A larger allocation would allow the organizers of the annual career, nontraditional, and math and science fairs to broaden their scope and allow curriculum and resource development and/or ongoing sex equity activities to occur in the schools. The 8.5% set-aside minimum funding levels in California are \$5600 for the State Department of Education and \$3000 for the Community Colleges. The result of small allocations is that many sex equity staff are part time employees and are trying to administer the 8.5% set-aside program, research and review the college sex equity plan and provide direct services in 12 hours per week.

6. WOW recommends that grants, allocations and subcontracts include at least one full-time coordinating staff and clerical support. Many successful programs have one full-time staff person who coordinates volunteer peer counselors and recruits community people and employers to facilitate program services. Too many programs have part-time staff who "burn out" trying to administer the program while providing all the direct services which are needed by the program participants. Schools should also consider providing classes in peer advising which would train students in listening skills, knowledge of community resources, and interviewing skills and would provide

self-esteem, job skills, and communication skills. Students in the class would contract for volunteer peer counseling hours in the 3.5% or 8.5% program operated by the school and provide much-needed assistance to paid staff.

7. WOW recommends that a standardized data collection process be used to collect the information on persons served, services delivered, program outcomes and expenditures for the two sex equity set-asides. In California, the State Department of Education has a standardized reporting document and the Community College System is developing a management information system which will include a standardized reporting procedure. However, any similarities in the data collected by the State Department of Education and the Community College System will be coincidental, as there are no reporting requirements in the Carl Perkins Vocational Education Act. A standardized reporting form should be developed at the national level to assure that similar information is collected for all states.

In the reporting of statistical information about participants in the 8.5% and 3.5% set aside programs, demographic information on the sex, age, and ethnicity of participants should be tracked.

Age should be tracked in 10 year increments instead of under 19 and over 20. This information could be used to evaluate how successfully the education system is at reaching displaced homemakers and single parents over 30. It would also evaluate if community-based organizations are successfully assisting some schools in reaching this target population.

Services provided to several members of the same family should be tracked to evaluate whether services offered to in-school teen parents has a positive affect on their single or displaced mothers.

8. WOW recommends that 3.5% set aside funds be used to fund special projects in junior high schools to begin teaching girls about nontraditional careers at the earliest possible age.

9. WOW recommends use of set aside funds to develop Advisory Committees or Inter-agency committees to bring together service providers for the purpose of coordinating a service delivery system in a city or county.